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ABSTRACT

An analysis of five journalism books published between 1867 and 1911 provides journalism and mass communication educators and textbook authors with insight into what their earliest predecessors considered important. Strong arguments exist for each of the following five books to receive consideration as the first or oldest news reporting textbook to be turned out by an American publishing house: (1) "Haney's Guide to Authorship" (Jesse Haney, 1867); (2) "Hints to Young Editors" (by an Editor, 1872); (3) "Steps into Journalism" (Edwin Shuman, 1894); (4) "The Writing of News" (Charles Ross, 1911); and (5) "The Practice of Journalism" (Walter Williams and Frank Martin, 1911). "Haney's Guide" is the first based on age; "Hints" is the first based on intent; "Steps" is the first based on content; and the last two are first based on the authors' status as college educators. The subject of journalism education did not appear to be an issue of keen intent for the 1800s authors. Ross, Williams, and Martin were concerned with justifying the existence of journalism education by demonstrating that only the best, most acceptable newspaper methods were being taught. On reporting method, all five books were in agreement on most of the fundamentals of good writing and on the concept of objectivity. Between 1867 and 1911, the image of the field of journalism and journalism education improved--but journalism's body of knowledge continued to rely on the same principles that had always been criticized as anti-intellectual and overly technical. (Contains 33 references and 41 footnotes.) (RS)

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JOURNALISM'S FIRST TEXTBOOK:

CREATING A NEWS REPORTING BODY OF KNOWLEDGE

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Introduction

One of the earliest lessons journalists learn is to exercise an extra amount of care when reporting that something is the "first" or the "oldest." Editors advise their young reporters to avoid making such a claim because it may alienate some readers, listeners, and viewers and almost invites people to dispute its accuracy. Also, even with the proper documentation, merely being the first or the oldest can be simply a convenient distinction and not necessarily a clear mark of achievement.

In the same way, declaring a particular book to be journalism's first practical news reporting textbook ever carries the same kind of risks. The mere designation of a particular textbook as the discipline's first or oldest is largely an insignificant matter. However, daring to make such a claim, with the proper documentation, is well worth the effort because a scholarly analysis would promote an understanding of journalism education's origin from an intellectual standpoint. Textbooks generally serve as both manuals of instruction and as standard reference sources for a branch of study, and contained in journalism's earliest textbooks are the lessons that formed the basis of the body of knowledge during the discipline's infancy.

An analysis of five particular journalism books published during the late 1800s and early twentieth century provides journalism and mass communication educators and textbook authors with insight into what their earliest predecessors considered important in the study of reporting and news writing. Strong

arguments exist for each of the following five books to receive consideration as the first or oldest news reporting textbook to be turned out by an American publishing house:

Haney's Guide to Authorship by Jesse Haney (New York: Haney, 1867).

Hints to Young Editors by an Editor (New Haven, Conn.: Charles C. Chatfield, 1872).

Steps into Journalism by Edwin Shuman (Evanston, Ill.: Correspondence School of Journalism, 1894).

The Writing of News by Charles Ross (New York: Holt, 1911).

The Practice of Journalism by Walter Williams and Frank Martin (Columbia, Mo.: Stephens, 1911).

Journalism historians have generally shied away from identifying specific news reporting textbooks as the first or early leaders in the field. No mention of a particular book is present in such well-known journalism education histories as James Melvin Lee's Instruction in Journalism in Institutions of Higher Education (1918), Albert Alton Sutton's Education for Journalism in the United States from Its Beginning to 1940 (1945), Paul Dressel's Liberal Education and Journalism (1960), and Wm. David Sloan's Makers of the Media Mind (1990).[1] Some of the authors of the current leading general journalism histories include brief sections on the role of journalism education but

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[1]Lee lists the names of 10 journalism professors, including Ross, Williams and Martin, but does not identify particular books. See James Melvin Lee, Instruction in Journalism in Institutions of Higher Education (Bulletin No. 21. U.S. Department of the Interior, Bureau of Education, 1918): 14. Sutton and Dressel refer to whether journalism schools have reading rooms for their students. A section in Sloan's book written by James Stovall, "The Practititoners," refers to specific news reporting textbooks by four professors published during and after the late 1920s.

also do not identify specific textbooks.[2]

However, a clear interest in identifying the earliest news reporting textbooks is evident in Frank Luther Mott's American Journalism, which was published in 1941, 1950, and 1962 and was among the leaders in general journalism histories of its day. Mott included several brief sections on the development of journalism education.[3] He specifically refers to Haney's Guide to Authorship and Hints to Young Editors as "Two of the earliest journalism manuals,"[4] to Hints to Young Editors as "perhaps the earliest" of various "guides" which were solely devoted to practical journalism,[5] and to Shuman's Steps into Journalism as "The first comprehensive treatise" of its kind.[6]

Mott's recognition is the only support Haney's Guide to Authorship possesses to be considered journalism's first

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[2]These include Michael Emery and Edwin Emery, The Press and America, 7th ed. (Englewood Cliffs, N.J.: Prentice Hall, 1992): 516-519; Jean Folkerts and Dwight L. Teeter, Voices of a Nation (New York: Macmillan, 1989): 411; Wm. David Sloan and James Stovall, eds., The Media in America (Worthington, Ohio: Publishing Horizons, 1989): 258, 407; and Mitchell Stephens, A History of News (New York: Penguin, 1988): 32. Emery and Emery refer to "pioneer textbooks" (p. 517) by four professors whose books were published after Ross, Martin and Williams. Folkerts and Teeter refer to one textbook first published in 1932 (p. 411), and Sloan and Stovall identify one book published in 1973 (p. 407). Stephens loosely refers to qualities of news outlined in textbooks but does not name any specific books (p. 32).

[3]Frank Luther Mott, American Journalism, 3d ed. (New York: Macmillan, 1962): 311-312, 405-406, 489, 604-605, 727-728, 797-798, 864-865.

[4]Mott, 406.

[5]Mott, 605.

[6]Ibid.

reporting textbook. However, it is a strong endorsement because Mott identified it in his 1941 edition, and journalism scholars had 20 years leading up to the next two editions to challenge its accuracy. The fact that Mott's American Journalism was among the leading textbooks used in journalism history courses across the country during three decades lends further support.

However, it must be pointed out that Haney's Guide to Authorship was clearly not intended for use as a college textbook. It was published two years before the first college journalism course was set up at Washington and Lee University in 1869.[7] Haney wrote it as part of a series of inexpensive guidebooks sold in his New York publishing house which featured a "how-to" approach to describe various vocations and aspects of everyday life. The New Yorker and the Philadelphia City Item both published reviews which praised the entire series, which was known as "Haney's Handbooks."[8] The book's 127 pages are devoted to the interests of free-lance writers intending to prepare manuscripts for publication as novels, short stories, poems,

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[7]This course, which was set up by Robert E. Lee at what was then known as Washington College, was acknowledged as the first journalism course by James Melvin Lee, Sutton, Dressel, and Sloan. However, proposals to set up a journalism school date back to at least 1834 when Duff Green began planning The Washington Institute. See Arthur J. Kaul, "The Washington Institute: Printers and the Radicalization of an Urbal Labor Newtwork," paper presented at the Social Science History Association annual meeting, Chicago, 3-6 November 1988, 15. Also, interest in formal journalism education dates back to at least 1799 when John Ward Fenno suggested that journalists should be required to have college training. See Gazette of the United States (Philadelphia), 4 March 1799.

[8]Excerpts of the reviews are reprinted in the book. See Jesse Haney, Haney's Guide to Authorship (New York: Haney, 1867): 3.

plays, and magazine articles as well as newspaper stories. Only 15 pages are specifically devoted to the work of newspaper reporters.

From an intent standpoint, Hints to Young Editors contains a stronger claim to being journalism's first reporting textbook. At the time of this book's publication, Washington and Lee's journalism course was still a topic of considerable discussion in the press because a New York newspaper had sent a reporter to the college to investigate the matter.[9] In 1871, just a year before Hints to Young Editors became available, Yale College attracted the same kind of attention when it set up a new curriculum requiring courses in political science, history, and British literature and called it a "School of Journalism." In choosing the word "Journalism" for the curriculum's name, the Yale faculty had sought merely to emphasize a commitment to writing and the printed dissemination of ideas, and no specific courses in any phase of editorial work or printing were offered; however, the term "Journalism" as it was popularly known was understood to mean newspaper and printing work, and the discussion in the press soon became a heated debate on whether college was the proper place to train journalists.[10]

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[9]Roscoe Ellard, "Lee Memorial School of Journalism," Washington and Lee University Bulletin 25 (May 1926): 43.

[10]For descriptions of how the Yale "School of Journalism" was conducted, see Frederic Hudson, Journalism in the United States (New York: Harper, 1873): 712-713 and "Yale's Debt in 1871," The Evening Register, New Haven, Conn. (4 January 1872): 2. See also the following for criticism of the school--"Editorial Notes," The Evening Register, New Haven, Conn. (27 April 1872): 2.

Amidst this debate in early 1872 Hints to Young Editors was published by Charles C. Chatfield, the proprietor of a print shop and bookstore in New Haven, Conn. near the Yale campus. The author is listed as an anonymous editor, but the official view of the Connecticut State Historical Society is that the author was probably Chatfield.[11] The New Haven, Conn. Journal and Courier concluded that the book "is evidently from the pen of an experienced newspaper man," and gave it a short but positive critical review.[12] Chatfield who was the printer of the college's student newspaper, The Yale Courant, clearly had student readers in mind when he stated in the preface of Hints to Young Editors that it was his purpose "To write the first text-book on a profession which is already a power, ... (because) journalism is now making such demands on young men."[13]

While its intent is strong, Hints to Young Editors also has its drawbacks in a claim to being the first practical journalism textbook. The format of the book is hardly college-level; it is composed of 31 total pages printed in a 4 x 7-inch format, giving it more of a pamphlet-style look rather than a textbook. The author also endorses a Yale-style school of journalism, calling for broad liberal education and arguing against the existence of

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[11]Staff Member Ellen Ensel of the Connecticut Historical Society, Hartford, Conn., telephone interview by author, 23 December 1992.

[12]Journal and Courier, New Haven, Conn. (27 February 1872): 2.

[13]An Editor, Hints to Young Editors (New Haven, Conn.: Chatfield, 1872), 3.

specific journalism courses.[14]

The study of journalism similar to the Washington and Lee course rather than the Yale model spread during the 1870s, 1880s, and 1890s. During this period journalism courses were started at Kansas State College (1873), Cornell University (1875), University of Missouri (1878), University of Denver (1882), Temple University (1889), Iowa State University (1892), University of Pennsylvania (1893), Indiana University (1893), University of Kansas (1894), University of Michigan (1895), and the University of Nebraska (1898). At the same time publishing houses turned out more journalism books that could be considered textbooks but were similar to the general free-lancer perspective of Haney's Guide to Authorship or the short pamphlet-style of Hints to Young Editors. In 1871, Benjamin Drew wrote Hints and Helps for Those Who Write, Print, or Read, which was a part of a series of practical handbooks.[15] Other books that placed heavier emphasis on news reporting included How to Write for the Press by George Gaskell (1884), Writing for the Press by Robert Luce (1886, 1888, 1889, 1891), The Ladder of Journalism by Thomas

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[14]An Editor, 8-9.

[15]Benjamin Drew, Hints and Helps for Those Who Write, Print, or Read (Boston: Lee and Shepard, 1871). Drew's book did not receive consideration as the first textbook in journalism because it is mainly a guide to grammar and orthography, which Haney's Guide already contained. Also, Drew did not deal substantially with newsgathering and made only short remarks on the quality of newspaper writing (pp. 63 and 100-101). However, journalism porfessor Linda Steiner did include it in her research, "Construction of Gender in Newsreporting Textbooks, 1890-1990," Journalism Monographs, no. 135 (October 1992).

Campbell-Copeland (1889) and The Blue Pencil and How to Avoid It by Alexander Nevins (1890).

Then in 1894 a new practical journalism book appeared that was very much different from the earlier pamphlets and free-lance guides--Edwin Shuman's Steps into Journalism. Unlike its predecessors, Shuman's book more clearly resembled a textbook fit for higher learning; its 229 pages offered the reader an in-depth, systematic treatment of the development of newspapers in the United States, the structure of a newspaper story, the different types of articles, the methods of newsgathering, and life in a newsroom, complete with an index. Though Shuman's book is not as old as Haney's and Chatfield's, its treatise-like quality give it a strong argument for being considered journalism's first practical textbook.

Other qualities strengthen the argument for Steps into Journalism. The author was a journalist of some note because of his position as literary editor of the Chicago Tribune. And unlike its predecessors, the basis of Steps into Journalism had been developed in a school-like atmosphere. According to Shuman, the book was the outgrowth of a course he had taught at a Chautauquan assembly at Bay View, Mich.[16] As journalism gained acceptance in colleges, the popularity of Shuman's textbook grew. In 1899 it was reissued as The Art and Practice of Journalism by the Chicago publishing house of Stevens and Handy. Shuman

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[16]Edwin Shuman, Steps into Journalism (Evanston, Ill.: Correspondence School of Journalism, 1894): viii.

revised and updated the book and renamed it Practical Journalism, and a large New York publisher, Appleton, published it in 1903 and reprinted it in 1912 and 1920. Famous journalist and American critic H. L. Mencken later recalled how influential Shuman's book was:

> When I was a young reporter, in the declining years of the last century, the only existing textbook of journalism that had any practical value was the "Steps into Journalism" of Edwin L. Shuman, then literary editor of The Chicago Tribune. The more ancient journalists of the time disdained it, as they did, indeed, all other books. But we younger fellows gave it hard study, and took to heart its doctrine, and presently the sniffish ancients were working for us.[17]

Shuman's book also stands out for its vision. He saw a bright future for journalism education--"True a few good colleges have already recognized the profession of journalism in their curricula, but as yet in only a half-hearted way. The time is coming when all our chief colleges will have chairs endowed for the instruction not only of young men and women who are looking towarrd journalism, but of literary aspirants of all kinds."[18]

The day Shuman referred to came about in the early twentieth century. After Joseph Pulitzer announced his plans for a $2 million endowed school of journalism at Columbia University, colleges rushed to established courses and whole curricula in journalism. By the time Columbia's Pulitzer School of Journalism opened in 1912, journalism courses had spread to 31 colleges; seven of these had whole departments of journalism, and three had

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[17]H. L. Mencken, "Reflections on Journalism," Journalism Bulletin 2:2 (1925): 3.

[18]Shuman, 3-4.

schools of journalism separate from their universities' other schools and colleges.[19] By 1918 the number of schools offering journalism courses had nearly tripled to 86.[20]

In 1910, when journalism educators met for the first ever Conference of Teachers of Journalism, as the University of Wisconsin's Willard Bleyer recalled, someone made the remark, "Every professor of journalism must write a text-book on journalism in order to justify his claim to his title."[21] In this way a call was issued for journalism educators to use their knowledge of what worked in the classroom to write their own textbooks for the new discipline. Haney's Guide, Hints, and Steps into Journalism were not written by journalism professors actively engaged in day-to-day teaching duty, and each had been published during a period when journalism courses were conducted in print shops and not classrooms or even newsrooms.

Thus, the earliest textbook authored by a journalism educator deserves consideration as the first practical journalism textbook because it would have been solely intended for the college classroom. The authored studied lists of news reporting and news writing books contained in the following four early journalism bibliographies:

University of Missouri Bulletins by W.O. Severance (1914) and

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[19]Edwin Emery and Joseph McKerns, "AEJMC: 75 Years in the Making," Journalism Monographs no. 104 (November 1987): 3.

[20]Lee, 15-16.

[21]Willard Bleyer, Newspaper Writing and Editing (Boston: Houghton Mifflin, 1913): viii.

by Charles Kane, Claire Ginsburg, Besse Marks and Frank Luther Mott (journalism series nos. 13 [1916], 22 [1921], 37 [1925], and 95 [1944].

Editor & Publisher International Yearbook, selective bibliographies (1921-1944).

Journalism: A Bibliography by Carl Cannon (1924).

Journalist's Bookshelf by Roland Wolseley (1939).

Using these bibliographies, it was found that the first textbooks authored by journalism professors were published in 1911 by Charles Ross with The Writing of News and Walter Williams and Frank Martin with The Practice of Journalism. All three were on the faculty of the University of Missouri and had designed their books for use in their classes.

Review of the Textbook Lessons

Haney's Guide to Authorship (1867): Haney's goal was to help free-lance writers and would-be newspaper correspondents gain an understanding of how the literary market operates. He does not mince words in an apparent attempt to show that business conditions, not good writing for its own sake, drive that market. "In this work-day age, and in a country where the 'almighty dollar' is a power, men and women do not write altogether for the honor and glory of the thing, but because they receive money in hand."[22]

Newspapers must conduct themselves in the same fashion, Haney argues:

If newspapers were merely the organs of individual

[22]Haney, 9.

> opinions, or the opinions of a coterie, this would be well enough. But a newspaper is a thing made for sale. It is as much a marketable matter as a pair of shoes, or a coat. It must be made to suit the views and wishes of its customers.[23]
>
> They (city newspapers) endeavor to give news, rather than opinions; and when they do give the latter, make them as much as possible the reflex of the opinions of the public. Assuming to lead, they usually follow; or, at the farthest, endeavor to modify public sentiment.[24]
>
> He (any newspaper editor) is perfectly aware that it is easy to lose popular favor by judicious expressions; and he will run his pen remorselessly through sentences, however brillant of themselves, that may detract from the sale of the journal in which they appear.[25]

In this way Haney was advocating an independent form of journalism based not on a philosophical disagreement with partisan journalism, but purely from a marketing and profit standpoint. To Haney, even matters related to journalism ethics were related to good business practice. In advising journalists to not accept freebies and other forms of payola, he suggested that higher wages would remove the temptation--"Editors will find it more profitable to pay a fair price if they employ correspondents, and then never permit their papers to be made a cloak for sponging the public."[26]

Haney also described practices that would later become associated with objective reporting. He urged reporters to stick to facts, avoid interpretation, make clear distinctions between

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[23]Haney, 84.

[24]Haney, 85.

[25]Haney, 86.

[26]Haney, 118.

fact and opinion, ensure that all statements are "literally true," to retain the role of chronicler and not commentator, and to write in such a way that it would be left up to the readers to decide for themselves what the information means:

> If there be a public meeting it should be reported fairly. It makes no difference if the editor differs with its object, or objects to its proceedings. He may comment upon both editorially with a reasonable degree of severity, if he thinks it judicious so to do; but he should report it fairly and honestly as a matter of news, giving his personal views in another portion of his paper.[27]

Haney's description of what characteristics make for good writing are very similar to the same advice readability experts give today. He advises writers to write simple words, to use the fewest words possible, to keep articles short ("Otherwise, no one reads it."),[28] and to strive to provide accurate and complete details but still to maintain brevity. He also senses that the character of journalism is changing, and he refers to an "old school of reporters" who would use euphemisms instead of precise facts. He offered the example of Charles Dickens, who was 57 years old and still writing at the time, as an example of a successful former reporter who had built on his journalistic skills. Haney also includes descriptions of the various types of reporrters, editors, and departments to further the reader's understanding of how a newspaper operates.

Hints to Young Editors (1872): If the author of this book was indeed Chatfield, the author's purpose in remaining anonymous

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[27]Haney, 92.

[28]Haney, 43.

probably was not to conceal a deep, dark secret. Bylines rarely appeared in the newspapers of the mid-nineteenth century, and Chatfield may have been merely employing typical newspaper practice. This would be consistent with the apparent goal of the book, which was to describe how a newspaper is put together, and thus build an appreciation for the work of the journalist.

The bulk of Hints to Young Editors is built around discussing six maxims or duties a newspaper must fulfill--to collect and print all the news, to distinguish between fact and opinion, to be informed on what value a local community will place on types of news, to display news appropriately, to be aware of special occasions, to make the news understandable, and to provide news received by telegraph and exchange newspapers.

The author is not a staunch defender of independent journalism, but does endorse a practice that bears resemblance to what is considered today as the elements of objective reporting:

> All news should be treated strictly as news, i.e., in distinction from editorial opinion. Every report should be written with unclouded fairness, presenting records of fact in the clearest and most concise forms. . . .
> There is no reason why the news of a Republican paper should not be read by a Democrat with as much confidence as that of a paper of his own party, and vice versa.[29]

The author's strongest criticism is saved for newspapers which report sensationalized news. "Improper news" and "a low line of literature" always seem to appeal to readers, and young editors are advised to leave journalism if they engage in reporting such information. "Any pandering to depraved tastes is

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[29]An Editor, 17.

a degradation, the full measure of which is a matter wholly aside from any success in building up a circulation."[30]

The author also emphasizes the need for conciseness in all articles and for clear display elements that will help guide readers through the items in the newspaper.

Steps into Journalism (1894): Overall, Shuman's textbook bears a striking resemblance to a modern news reporting textbook. His chapters provide in-depth discussions of inverted pyramid style, leads, interviewing sources, differences in types of news stories, the qualities a person needs to have to become a reporter, and an overview of the different departments of a newspaper. Brevity, conciseness, accuracy, factualness, and the ability to develop news story ideas are recurring themes.

However, his systematic descriptions are mixed with unabashed criticism of newspapers. Shuman witnessed the passing of the partisan press era and the rise of independent journalism and saw this phenomenon more as a setback than an advance for journalism. "From this point on," he wrote, "ideas were to be spread not so much for the sake of the ideas as for the sake of the money that was in them."[31] In describing the evolution of the press, his criticism becomes even stronger:

> It is money that makes the press go in this utilitarian age. It used to be ideas. . . . A newspaper is a cold-blooded business enterprise. Its primary object is to make dividends for the capitalists who have invested in it. Even the dissemination of news is a mere secondary

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[30]An Editor, 22.

[31]Shuman, 13.

> consideration, or would be if the dividends did not depend upon it; and as for the uplifting of the public morals or ideals, that scarcely cuts any figure at all in the purpose of the publisher; but that, again, is only because moralizing will not make money.[32]

Shuman also admitted that "faking" news stories was such a regular occurrence among newspaper reporters that it was considered "one of the most valuable secrets"[33] of journalism. He described how reporters make up details to fill the holes in stories, and this was an accepted practice as long as such "imaginative" details were kept to a minimum. "The paramount object is to make an interesting story," Shuman wrote. "If the number of copies is any criterion, the people prefer this sort of journalism to one that is rigidly accurate."[34] He cites the profit motive as the ultimate reason for this phenomenon.

After the publication of Steps into Journalism, few if any reporting textbooks ever contained such harsh criticism.

The Writing of News (1911): After three years of teaching college classes in reporting and news writing and editing student work for Missouri's School of Journalism daily newspaper, Ross was uniquely qualified to author a textbook. His classroom experience allowed him to become familiar with the kinds of information students could readily understand and the details that could be perceived as difficult. Exercises and suggestions for further study are included at the end of chapters.

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[32]Shuman, 17.

[33]Shuman, 123.

[34]Ibid.

The bulk of the lessons are devoted to elementary concepts of news writing--accuracy, news values, lead writing, inverted pyramid style, interviewing, and types of news stories. The student is advised to employ clarity, conciseness, simplicity, and short sentences.

The implied theme of the book is that the study of journalism must be based on an adherence to accepted newspaper practices. Articles reprinted from newspapers are used as examples throughout the book to illustrate routine stories.

Ross disagreed with the old advice that the standard five Ws and the H summary type lead must be employed in each news story, and his disagreement is based on his own observation that many newspapers were not adhering to this rule. At the time newspaper headlines were beginning to make wide use of description instead of standard labels, thus making a summary lead appear repetitious and unnecessary. "No invariable rules as to when this is advisable can be laid down," Ross wrote. "The writer should study carefully the style of his paper and be guided by it."[35]

To Ross, the lead of each newspaper story must be the heart of the story with no preliminary information. Rather than use the advantage to readability to support this claim, he presents the results of a content analysis he conducted using 100 front-page stories from 16 of America's leading daily newspapers. His research showed that 71% of the articles began with the subject of the sentence and less than 30% of the stories began with

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[35]Ross, 63.

modifying phrases, direct quotations, or "There is."[36]

Ross embraces objective reporting, even using the specific term objectivity--probably one of the earliest uses of the word in any journalism book. He reprints a portion of an editorial from the St. Louis Republic endorsing objectivity, then lists objectivity as one of four qualities of an ideal news story:

> News writing is objective to the last degree, in the sense that the writer is not allowed to "editorialize." He must leave himself out of the story. True, he may give it, in his way of telling the facts, a certain individuality and power, but he is not permitted to cross the border between the strict presentation of news and the editorial.[37]

Clearly, The Writing of News was dedicated not so much to the study of journalism as it was to education for journalism.

The Practice of Journalism (1911): Concern for the image of journalism dominates the writing of Williams, who was the dean of Missouri's School of Journalism, and Martin, who would succeed Williams as dean two decades later. Their chapters place emphasis on the qualities and behavior of journalists, which justified their calling the book a treatise on the title page.

The tone is set early with an opening chapter entitled "Journalism as a Profession," in which a journalist is characterized as being a "recorder, advocate, buyer and seller of news, judge, tribune, teacher, interpreter," that the vocation of journalism is "a call to joyful, fascinating service," and that "no journalist ever willingly quits journalism for another

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[36]Ross, 68.

[37]Ross, 20.

vocation."[38] Glowing comments such as these show up throughout the ensuing chapters on the various newspaper departments, editorial writing, newsgathering and news writing. One of the longest of the chapters, "The Reporter," is solely devoted to a discussion of 16 abilities journalists must possess--the ability to ask questions, to find exclusive information, to accept story suggestions, to have perseverance, to be observant, accurate, reliable, friendly, fair, enthusiastic, loyal, honest, promising, thorough, alert, and detail-conscious.[39]

On objectivity, Williams and Martin disagree with Ross. They reprint the same St. Louis Republic editorial mentioning objectivity, but their intent is merely to provide students with an interesting example of editorial writing. To Williams and Ross, the job of the journalist is to serve as a newsgatherer, writer, and judge of the news. While some other journalists and journalism educators were noting that a new era of objective, impersonal journalism was beginning, Williams and Martin were arguing that the exact opposite was occurring:

> Personal journalism has not been succeeded by impersonal journalism. The journalist was never more powerful nor did personality ever count for so much in the profession of journalism as now.[40]

Journalism education was still an experiment when Williams and Martin were writing, and their book was a good argument to

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[38]Williams and Martin, 9-11.

[39]Williams and Martin, 168-206.

[40]Williams and Martin, 12.

show that the experiment was worthwhile. The Practice of Journalism became so popular as a textbook that it was later revised and updated in 1922 and was reprinted again in 1924.

Conclusions

Just like the old debate over what was America's first ever newspaper, the identification of exactly which book should be bestowed with the title of journalism's first textbook is largely dependent on the criteria used. Haney's Guide to Authorship is the first based purely on age (and will remain the first only until someone finds a similar book published before 1867), Hints to Young Editors is the first based on intent, Steps into Journalism is the first based on content, and The Writing of News and The Practice of Journalism are both first based on the authors' status as college professors.

But on a scholarly basis, a comparison of the lessons contained in all five books provides a valuable glimpse of how journalism evolved from an academic novelty to a full-blown discipline. Haney's Guide and Hints were manuals not intended for classroom use, Steps into Journalism was a manual and a treatise intended for a vocational presentation, and The Writing of News and The Practice of Journalism were manuals, treatises, and reference books intended for classroom use and designed to further a professional socialization process.

During the 1800s Haney, the Hints author, and Shuman were mainly concerned with the influence of business practices and market thinking. All three had worked during an era in which for

the first time corporate motives became more important than political and ideological motives among journalists, and they stressed this aspect to help their readers understand that the old opinion leader journalism of the past was no longer in vogue.

On the other hand, writing in 1911, Ross, Williams, and Martin did not emphasize the passing of the eras because in their day it was a dead issue. What Haney, the Hints author, and Shuman saw simply as marketing, the three Missouri journalism professors saw as professionalism. Ross, Williams, and Martin dedicated their books to describing what the best newspaper methods were and endorsing the idea that these methods should become the standards of their students.

The subject of journalism education did not appear to be an issue of keen interest to the 1800s authors. Haney was writing before discussion on journalism education became widespread, and the author of Hints saw some merit in it as a goal of students but not as a specific form of pedagogy. By the late 1800s Shuman demonstrated a mild approval of it. And all three argued that news reporting was more of a preparation for other forms of writing and other more lucrative, respectable occupations.

On the other hand, Ross, Williams, and Martin were concerned with justifying the existence of journalism education by demonstrating that only the best, most acceptable newspaper methods were being taught. They argued that editors no longer had time to teach their reporters, and journalism schools could

remedy this situation. To the three professors, news reporting in college was a strong preparation for a newspaper reporter's job, and this job was a legitimate career within itself.

On reporting method, all five books were in agreement on most of the fundamentals of good writing, particularly simplicity and conciseness, just like modern textbooks. And when their discussions turned to topics related to the concept of objectivity, their comments also showed at least some levels of agreement. The 1800s authors were adamant about a strict separation between fact and opinion. This comes as a bit of a surprise because they were writing during an era often associated with the age of personal journalism. Of the 1911 authors, Ross was a strong proponent of objectivity while Williams and Martin appear to endorse elements of objectivity along with interpretation. This is also surprising because interpretation as a reporting concept is usually traced to the 1930s.[41]

During a span of less than five decades during the late 1800s and early 1900s, journalism moved from a status as a mere special topics course to a whole discipline with separate departments and schools dedicated to the study of it. However, its first textbooks did not provide a sound intellectual basis for such a dramatic development. The journalists who authored

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[41]Interpretation was at the center of a debate over news reporting methods when many Depression-era reporters, such as Leo Rosten, criticized the concept of objectivity and journalism professor Curtis MacDougall authored the textbook, Interpretative Reporting (New York: Macmillan, 1938).

1800s textbooks saw journalism mainly as a business; professors of journalism who auhored later textbooks saw the same field as a profession. Basic news reporting practices were described in 1800s textbooks as market-driven; later textbooks equated the same practices with leadership and good morals. Thus, between 1867 and 1911, the image of the field of journalism and journalism education improved--but journalism's body of knowledge continued to rely on the same principles that had always been criticized as anti-intellectual and overly technical. Such a paradox forms the core of most past and present criticism of journalism education.

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